

JANUARY 1953

BULLETIN

CALIFORNIA

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BULLETIN

of

The School Library Association of California

January 1953

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SUBSCRIPTIONS

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A complete list of committee members will appear in the Directory (March) issue of the Bulletin.

* * * * *

Meetings and Events

SOUTHERN SECTION

BOOK BREAKFASTS:

Chairman:Lois Fetterman
Place:To be announced.
Time:9:00 A.M.
Dates:January 10, February 7, March 7, April 11.
Program:Book reviews, talks by guest authors and reports from our globe trotting librarians.

Spring Meeting:

Date:May 9
Place & Program: To be announced.

NORTHERN SECTION

WORKSHOPS:

Date:January 10
Place:Peninsula
Topic:Finding Information in Books, Magazines and Pamphlets.
Leader:Elizabeth G. Scott
Author-Speaker: To be announced.
Date:March 14
Place:Sacramento
Topic:Student Library Assistants and Library Clubs
Author-Speaker: To be announced.
Spring Meeting: . To be announced.

STANDARDS? YES!!

by

Cecil D. Hardesty

*Superintendent of Schools, San Diego County
President, California Association of School Administrators*

The library is the heart of the school program. Children come to school to learn to read. They do read; and mostly they read books. Young people seek information. They find it,—much of it in books.

The teacher, the classroom, supplies and equipment, the community about the school, group processes, and a multiplicity of other forces are a part of the educational structure. The library service, — books, good books, more books,—remains with the teacher as indispensable in a good school. School teachers, principals, superintendents, school trustees, parent-teacher associations, citizens groups and others are all aware of the need for books—and in a vague sort of way accept the need for the library as a source of reading material.

But how much? How many? What? Who knows how many books a pupil needs? and which books? Who knows how many books a teacher needs? and which books? How many books and which ones do fifty pupils need? Five hundred pupils? Five thousand?

How large a library,—how many books, — can one librarian manage? How many pupils at what age level can one librarian serve? When does a librarian need a clerical assistant?

When should a school have its own library? When should it be a part of a library system which serves other schools? How many schools should be served by a single system, and when should a large library system be divided into two or more separate services? To what extent do geography and

distance help answer the last question?

Library service must be defined. Standards for service need to be stated. Secondary schools generally provide textbooks, reinforced by supplementary texts left in the classroom. Frequently the library sends a cart with books for use during a period. The library reading room furnishes an additional important opportunity to secure material. Some elementary schools provide this sort of service; but most depend on texts, supplementary texts and a reading table or shelf with books rotated from a central library service which serves a number of schools. A weekly or otherwise scheduled delivery service cares for exchange of books between library and classroom.

Standards are needed to guide school administrators and school boards in deciding how many books will be needed for a given number of pupils. Related questions of separate or a central library system have to be answered.

Trained librarians are an economy. Teacher training and experience are helpful to a librarian but there is no substitute in preparation for specific training for library work. The need for a pleasing personality in this work is evident. The library service is not something for a classroom teacher to run with her left hand in her spare time. And a trained librarian can use her time efficiently only if assisted by competent clerical personnel. Again, there is need for standards on the

amount of personnel needed to provide a desirable quality of school library service to a given number of pupils and teachers. Perhaps this is too complex a problem to answer with a formula. Maybe the answer is to describe a variety of library organizations which are providing various kinds and qualities of service. For example:

Elementary District A has 4 elementary schools with 2,200 pupils. The district has a supervising librarian and catalog clerk. Each school has a full time librarian and a full time library clerk. Each school has approximately 10,000 books in the library exclusive of state texts and supplementary texts. The annual library budget is \$50,000.

Elementary District B has 6 elementary schools with 2,400 pupils. The district has a central library with a full time librarian. Teachers go to the library to check out books and return them when necessary. The annual library budget is \$10,000.

Elementary District C has 6 elementary schools and 2,500 pupils. The district is a member of a county school library service. A county truck visits each school on a weekly schedule — picking up books and delivering books to each teacher who has sent in a request for books. The annual cost to the district is \$7,600.

Whatever the approach, persons responsible for school budgets need guides in determining amounts to be spent for school library books and school library personnel. It is important, regardless of plan of operation followed, that sufficient funds be appropriated for library use to provide truly adequate service.

Each school system has to face the problem of providing building space. With state supported austerity building programs, many rapidly growing, low wealth school districts find it impossible to provide libraries in elementary schools. They provide instead the classroom library table and book-shelf supplied by a central library service. Where deliveries are scheduled on a regular basis to classrooms from an adequate central supply, such a system can provide an entirely acceptable program. Even so, the central library must be housed. Make-shift, cramped quarters are likely to be reflected in the service. Standards are needed—for book storage, book repair space, work rooms, library office, receiving and shipping, teacher reading room, etc. In this area, fairly specific standards are easier to present than for service. The number of books per foot of shelf space, and the number of square feet of floor space required for certain activities are fairly easy to measure objectively. At the same time, diagrams or drawings from successful practice will prove helpful.

The question of whether to have a separate library for each school, or to have a library system, is perplexing. Where there is agreement on a system, what are the criteria which should determine whether a particular school district should have its own system or should be a part of a county school library service? Acceptable housing, competent personnel, and guarantee of an adequate annual budget for purchase and repair of books would seem to be minimum criteria for authorizing an individual district to withdraw from a county service. But, here we are again back to standards. What is adequate housing? How much personnel is required? And, how much money is needed to provide enough good books for classroom use?

STANDARDS—A CHALLENGE!

by

Maurine Hardin and Helen Iredell
Co-Chairmen, Standards Committee

STANDARDS FOR CALIFORNIA SCHOOL LIBRARIES should protect the librarian from clerical involvements in order to provide time for the guidance of our youth, to allow the librarian time to assist teachers and student teachers who will direct our young people toward useful lives in a free society.

The education of our youth should provide the opportunity for each child to make full use of his potential resources. He must be able to think rationally, express himself clearly, understand the contribution he is to make in a democratic society through good citizenship, realize respect for himself and others, pursue with credit the vocation he chooses and the leisure he creates.

STANDARDS FOR SCHOOL LIBRARIES:

How can we meet this challenge?

How clear cut can we make these standards? How far shall they go?

Is it a risk to establish only minimum essentials?

How can we provide standards that truly represent the thinking

of all school librarians?

In 1949, these were questions of paramount importance as an effort was made in the SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA to establish a committee to develop standards. In addition to heavy schedules during the school day, committee members gave freely of their own time, sending questionnaires, gathering data, tabulating, evaluating, sending revised charts for further criticism and suggestion. Finally, these standards, *still tentative*, are herewith submitted to the membership, and to the Superintendent of Public Instruction for endorsement.

Fellow School Librarian, will you spare a minute to drop a line to one of the chairmen? Send your approval if you feel it, or your constructive criticism. They are entitled to know your reaction and to have your assistance in putting YOUR STANDARDS into practice. Let us examine these standards, discuss them with administrators, with each other, and be ready to contribute to the revision scheduled for next year.

* * * * *

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ELEMENTARY SCHOOL LIBRARIES

MINIMUM TENTATIVE STANDARDS

PERSONNEL

Factors Controlling Size of Staff

1. Type of service.
2. School enrollment and the size of the faculty.
3. Arrangement of the room or rooms.
4. Hours the library is open.
5. Regardless of the individual organization, there is a minimum number of personnel necessary for adequate service.

Personnel Chart

Enrollment	Librarian	Clerk
500	1	1 (one day a month)
700	1	1 (one day in two wks.)
1000	1	1 (one day a week)

Cataloging

Centralized cataloging is recommended. A full time clerk should be assigned if the librarian does the cataloging.

Status of the Librarian

"Librarian" refers to a professionally trained librarian who has qualified for the California State credential in Librarianship.

BUDGET

Library book budgets should be set up to provide for individual differences and to meet the needs of an expanding curriculum. Audio-visual materials, binding and supplies, textbooks, maps, should be purchased from separate accounts.

This annual budget should not be applied to payment of salaries or purchase of equipment.

In establishing new libraries, an initial book budget to provide two library books per pupil plus an encyclopedia, is necessary for an effective basic collection. This basic collection should be purchased as an initial capi-

tal outlay.

In maintaining an established library collection, an annual budget should be set up to provide for the replacement of discards and losses and for the purchase of additional titles and duplicates in terms of the curriculum needs of each school.

This maintenance budget also should provide for an orderly program of replacement of encyclopedias, atlases and other expensive reference tools which tend to become obsolete. Encyclopedias are usually replaced at intervals of three to five years.

The generally recommended annual, minimum maintenance budget is \$1.50 per pupil enrolled. (A.L.A., C.L.A. standards).

The budget should be large enough to maintain a minimum collection of five library books per child enrolled in schools with kindergarten through six grades and seven books per child as a minimum collection for schools with kindergarten through eight grades.

Although the state code requires an expenditure of a minimum of \$.30 per A.D.A., this provision is inadequate in terms of present costs and functional needs for library books, pamphlets and magazines.

MATERIALS OF INSTRUCTION

Elementary libraries should be maintained as teaching, reference or reading laboratories. Collections of books may also be charged for a limited length of time to teachers for classroom use. Libraries which extend their service and circulate books for home use or classroom use need a larger collection than those which do not.

Since some elementary libraries are established to serve schools from kindergarten through sixth grade and others, from kindergarten through eighth

MINIMUM TENTATIVE STANDARDS

grade, the standards for supplying materials of instruction differ.

	Kgn.—6	Kgn.—8
	(per enrollment)	
Books (minimum)	5	7
Periodicals	5	15
Newspapers	—	1
Encyclopedias	2	3
Globe (16")	1	1
Atlas	1	1

HOUSING AND EQUIPMENT

Location

The library should be centrally located, accessible to both primary and intermediate classes, on the ground floor, and away from noise of shops and playground.

There should be outside exposure on at least two sides and preferably three.

Separate outside and inside entrances are desirable.

Arrangement

There should be a reading room and a combined office and workroom with a glass wall between them.

Reading Room—Physical Features

SIZE. 25 or 30 square feet per reader; 1200 square feet minimum.

SHAPE. A square room is preferred for more convenient arrangement of equipment and for better supervision.

SEATING CAPACITY. Minimum seating capacity of 46. (Provides for the largest class plus a few individual pupils.)

VENTILATION. Windows and heating unit so placed that they do not reduce the wall space for shelving.

LIGHTING. Natural light from north and east if possible. Windows equipped with venetian blinds, outside louvers or opaque glass to meet the latest engineering standards. Provide adequate artificial lighting.

ELECTRICAL OUTLETS. Provide

electrical outlets on all four walls.

CEILING. Acoustic tile.

FLOORS. Linoleum, rubber tile or other noise-deadening material.

COLOR. Use colors that are light and attractive to children. Color scheme should be determined in relation to the outside exposure and the nature of the artificial lighting.

Reading Room—

Furniture and Equipment

Specifications to meet those of recognized library furniture manufacturers.

FURNITURE. Tables of both 25" and 27" height (5'x3' preferred); chairs both 14" and 16" height; charging desk and desk chair; book truck; standard, expandable card catalog and file; magazine rack; dictionary stand.

SHELVING. Free standing, sectional adjustable shelving not to exceed 5' 2" in height, 8-10" in depth. Special sections should be provided for picture books, reference books, and books for primary grades.

Office and Workroom—

Physical Features

SIZE. 10'x12' clear work space.

VENTILATION. One window at least. Heat should be provided.

LIGHTING. Good light, both natural and artificial.

ELECTRICAL OUTLETS. Provide electrical outlets at work centers.

Office and Workroom—

Furniture and Equipment

FURNITURE. Desk, work table; chairs.

EQUIPMENT. Adjustable shelving; cupboards; coat locker; sink with hot and cold running water; map case, poster file; telephones (building phone essential, outside phone if possible); paper cutter; typewriter with library keyboard; portable stand and chair; bulletin board.

JUNIOR HIGH SCHOOL LIBRARIES

MINIMUM TENTATIVE STANDARDS

PERSONNEL

Factors controlling size of staff.

1. Number of teachers and pupils to be served.
2. Nature of the service required.
3. Amount and nature of organizational work (extent to which cataloging, ordering, processing of books is done by central agency outside school.)
4. Library attendance and circulation (not enrollment.)
5. Type of school (academic, technical, experimental.)
6. Size of book collection.
7. Housing of library (one room or more, rooms adjacent or separated.)
8. Philosophy of school program: Use of books and libraries in school program; Amount of library work involved in school assignments; Program of library instruction to the school in general and to library student assistants.

Personnel Chart

Enrollment	Librarians	Clerk
200	1	½ time
(1 librarian can serve 2 schools up to 500 enrollment.)		
500	1	½ time
1000	1	1 full time
2000	2	1 full time

Minimum Staff

Full possibility for guidance and stimulation of young people's reading needs a full-time librarian and a clerical assistant in a school of 200.

In schools of less than 200, there should be definitely scheduled part-time service by a teacher-librarian within the school or a professional librarian who serves more than one school.

Cataloging

In any school library where the cataloging is done in that library, there

should be a librarian and a full time library clerk.

In cities where there are more than three junior high schools, centralized cataloging is advisable.

Professional Status of Librarian

"Librarian" refers to a professionally trained librarian who has qualified for the California State credential in Librarianship.

The librarian should have department head status.

BUDGET

In general, the budget should be large enough to maintain a minimum collection of five books per child enrolled in the school with seven books as a goal to be reached as soon as possible.

During the first three to five years of the library a minimum of \$5.00 per pupil per year should be allotted to provide the basic collection. Thereafter, the minimum annual appropriation to cover books, periodicals, binding and supplies should be not less than \$2.50 to \$3.00 per pupil per year.

There should be separate budgets for library books, periodicals, binding and supplies, texts and audio-visual materials.

MATERIALS OF INSTRUCTION

Book Collection

While the number of books will vary greatly in schools of different sizes with different instructional methods, it seems safe to say that for satisfactory library service the following proportions for the book collection are recommended:

School Enrollment	Number of Titles	Number of Volumes
500	3500	5000
1000	5000	7000
1500	6000	8000
2000	7000	10,000

The number of duplicates of much used titles in large schools should be adequate to serve course of study needs. Sets of supplementary texts should not be considered a part of the library book collection.

The collections should be kept up to date and in good condition by continuous discarding, binding and addition of new titles. There should be a larger budget the years encyclopedias are replaced.

Periodicals and Newspapers

These constitute a valuable source of up to date reference material, curriculum enrichment and recreational reading. The importance of periodicals requires that every school library subscribe to as many as meet the needs of the school. A magazine indexing service should be provided. A junior high school of 500 enrollment should subscribe to at least 30 magazines. As the enrollment increases, the number of subscriptions should be proportionately increased.

It is desirable that each school library subscribe to one local paper and one presenting news on a state and national level.

Encyclopedias

A library needs three or more sets of recent edition.

Dictionaries

A library should have one or more unabridged dictionaries of recent edition.

Globe of the World

Every library should have one 16-inch globe.

Pamphlets

Pamphlets are a useful source of recent information. They should be organized as a part of the library collection. Material should be added regu-

larly as need arises and promptly withdrawn when no longer useful.

Audio-Visual Materials

These materials include films, film strips, recordings, study prints, slides, charts, music, maps. If the library is to be the center for such material, then *provision should be made for additional housing, equipment and personnel to handle this material.*

HOUSING AND EQUIPMENT

At the junior high school level a greater uniformity in library planning can be achieved than would be possible on the other three levels because the general pattern of these schools is the same.

Similar average enrollment. Enrollments of junior high schools in the state range from 800 to 2100. Ideally the enrollment of a junior high should not exceed 1500 and most of these schools do not exceed this figure.

Similar locations. All are located in the rapidly growing larger metropolitan areas.

Similar instructional programs. The same age levels are offered like programs of instruction.

Similar work. Much of the work done by pupils in all junior high libraries is done in "class units."

Location

The library should be centrally located, easily accessible to faculty and students, remote from playgrounds, music department and near academic subject classrooms.

Entrances

An outside entrance facilitates deliveries and allows students to enter library directly. An inside entrance is provided for access from corridor.

Types of Room Facilities

Essential room facilities are a read-

ing room, librarian's office, workroom, conference room, and a storage space for supplies, magazines, etc.

Reading Room—Physical Features

SIZE. Minimum seating capacity to provide for two "largest classes" plus 20, or approximately 100 people; 25 square feet of floor space per reader; flexible floor plan which will permit adjustments to future demands. A rectangular room which is not too long is easier to plan but L shaped arrangements work out well in reading rooms that are used by groups.

FLOOR. Noiseless floor covering.

CEILING AND WALLS. Acoustical ceiling and wall material.

LIGHTING. Adequate natural light, with satisfactory window blinds to avoid glare and ample artificial light when needed; non-glare fixtures and for economy and efficiency, lights on inner side controlled by separate switches from those on window side.

VENTILATION. Ventilation by means of low windows is desirable, otherwise quiet artificial ventilation is acceptable.

HEATING. Heating units so placed that they do not take up needed shelving space.

EXITS. Number of entrances and exits held to minimum needed for safety. Conform with building code.

ARRANGEMENT. Arrangement and manner of furnishing aesthetically satisfying with attractive colors and practical for use.

Reading Room—

Furniture and Equipment

SHELVING. Adjustable shelves along all available space sufficient to care for average of 10 books per pupil enrolled, allowing 8 books per linear foot. Seven foot shelving is most economical. Hinged bulletin boards may be used on upper two shelves provid-

ing storage space if height seems too great for the reach of some pupils. The bottom shelf may be tilted.

CHAIRS. Sturdy, of standard make which are comfortable and induce good posture; 18" in height and with gliders.

TABLES. Sturdy, of standard make, without drawers or aprons and with gliders; 30" in height; to seat not more than 6. Allow 30" or more per table length per reader.

CIRCULATION DESK. Standard library circulation desk placed to command view of the reading room and near the main entrance.

CARD CATALOG. Standard sectional card catalog cabinet of 30 drawers.

BOOK TRUCKS. Standard library book truck with rubber wheels.

VERTICAL FILES. Several vertical files, legal and letter size.

MISCELLANEOUS. *Stands* for dictionaries and atlases; *Small stools* for use with lower shelves; *Metal book ends and label holders*; *Bulletin boards* in library and *glass case* in corridor outside of library; *Locked sectional book case* with a glass door for care of valuable articles and materials; *Display case* built into the wall in the corridor near the outside door of the library.

Workroom—Location

Adjacent to and directly connected with reading room and with easy supervision from circulation desk in reading room.

Workroom—Physical Features

SIZE. 200 to 230 square feet.

LIGHTING. Good lighting, both natural and artificial.

BUILT-IN FEATURES. (1) Sink, approximately 21"x31", with hot and cold running water. (2) Double electrical outlet at table height and con-

venient to work table; electrical outlets on all walls. (3) Shelves for storage of magazines and books in process; shelves for maps. (4) Locked cupboards and drawers for storage of books and mending supplies. (5) Storage space for posters and large maps; storage space for vases, jars, etc. (6) Utilize all other wall space for shelves.

VENTILATION. Adequate heating and ventilation to meet approved standards.

Workroom—Furniture and Equipment

FURNITURE. Work table or ledge at convenient height with four or five chairs. Linoleum table top is recommended for mending and pasting.

MISCELLANEOUS EQUIPMENT. Small stepladder for reaching highest shelves; paper cutter; electric stylus for marking books; typewriter and typewriter table and chair; catalog cabinet file of ten or more drawers for shelflist.

Librarian's Office

Furniture and Equipment

FURNITURE. Librarian's desk and swivel chair and one or more additional chairs.

EQUIPMENT. Shelving with enclosed section that may be locked; locker for coats and hats of library staff; telephone, outside and to all classrooms; waste basket, vertical file, legal size; typewriter and typewriter table and chair; one or more electrical outlets.

Conference Room—

Location

Adjacent to reading room with entrances from that room.

Conference Room—

Physical Features

SIZE. Seating space for 10 to 15 persons.

PARTITION. The wall separating the conference room from the reading room should be glass to permit supervision from reading room.

LIGHTING AND VENTILATION. Standard and adequate.

Conference Room—

Furniture and Equipment

Shelving for materials; maps and bulletin board space; furnishings that harmonize with reading room.

Textbook Room

The library is sometimes considered the materials center of the school. Under this plan the librarian *may* have *administrative* supervision of the textbook collection. In this case it must be noted that (1) trained and highly paid teacher or librarian time *should not be wasted on clerical tasks* in the textbook room. *Adequate clerical help to care for and circulate the textbooks is a necessity*, and (2) *textbooks may never be stored in the library*, but should be housed in a room in close proximity to the library.

Textbook Room—

Furniture and Equipment

FURNITURE. Desk and work table. **SHELVING.** Sufficient adjustable shelving to accommodate 25,000 texts; wall and stack shelving.

EQUIPMENT. Step stools and ladders for reaching highest shelves; Dutch door with side charging counter for checking in and out of books to students; shelf list catalog cabinet of one or more drawers; built-in counter for sorting books; electrical outlet near work table; typewriter, typewriter table and chair; adequate lighting, heating and ventilation; standard library book truck; electrical stylus for marking books.

SENIOR HIGH SCHOOL LIBRARIES

MINIMUM TENTATIVE STANDARDS

PERSONNEL

Factors Controlling Size of Staff

1. Number of teachers and pupils to be served.
2. Nature of the service required.
3. Amount and nature of organizational work (extent to which cataloging, ordering, processing of books is done by central agency outside school).
4. Library attendance and circulation (not enrollment).
5. Type of school (academic, technical, experimental).
6. Size of book collection.
7. Housing of library (one room or more, rooms adjacent or separated).
8. Philosophy of school program: Use of books and libraries in school program; Amount of library work involved in school assignments; Program of library instruction to the school in general and to library student assistants.

Personnel Chart

Enrollment	Librarians	Clerks
200	1	½ time
500	1	½ time
1000	1	1
2000	2	1
2500	3	1
3000	3	1 or more

Minimum Staff

Full possibility for guidance and stimulation of young people's reading needs a full-time librarian and a clerical assistant in a school of 200.

In schools of less than 200, there should be definitely scheduled part-time service by a teacher-librarian within the school or a professional librarian who serves more than one school.

Cataloging

In any school library where the cataloging is done in that school, there should be a librarian and a full-time library clerk.

In cities where there are more than three high schools, centralized cataloging is advisable.

Professional Status of Librarian

"Librarian" refers to a professionally trained librarian who has qualified for the California State credential in librarianship.

The librarian should have department head status.

BUDGET

It is essential to have a definite amount allotted to the library each year. A basic collection should be five to eight books per pupil in any school, with a larger number if possible, up to a total collection of ten thousand titles.

The amount allotted for purchase of books and magazines, binding and supplies, should be \$2.50 per pupil as a minimum with extra amounts for replacements of encyclopedias, etc.

A larger budget is needed to establish a new library than to maintain one which has been in service for a number of years. A library in a small school should have a larger budget per pupil to provide an adequate basic collection of books.

The budget for schools which operate on a six-four-four plan or which combine the high school and junior college should follow the regular standards as far as possible.

If audio-visual materials and textbooks are under the supervision of the librarian, there should be separate housing, budget and personnel for each activity.

MATERIALS OF INSTRUCTION

Book Collection

There should be a basic book collection of ten books per pupil in a school with an enrollment of 100 to 200 pupils. Large schools should have at least seven books per pupil. An active book collection for the largest library should probably not exceed 10,000 titles.

A continuous process of discarding, and replacing of the most useful books is necessary.

Periodicals and Newspapers

For effective reference work, at least 15 to 25 magazines are needed in schools of 200 to 500 pupils. Where the enrollment is 500 or more, there should be an increasing number of periodicals with duplication as needed. Subscriptions should be on a 12 months basis.

One local and one national newspaper are necessary on a school year basis.

Encyclopedias

Three or more sets of encyclopedias of recent edition should be in every high school.

Dictionaries

There should be two or more unabridged dictionaries of recent edition and one 16 inch globe of the world.

Pamphlets

Pamphlets and picture files should be maintained and funds for quick purchase should be available throughout the year.

HOUSING AND EQUIPMENT

Location

The library should be centrally located, near study and activity units with which it is most closely associated; remote from shops, playgrounds and music departments.

The library should be placed where expansion is possible, avoiding locations between stairways and permanent bearing walls.

There should be exposures to the north and east for natural lighting.

Reading Room—Physical Features

SIZE. Seating capacity for no more than 100 students, enough for two classes and a few from other classes and study halls. There should be 25 square feet of floor space per student with 3600 square feet maximum. The room should be rectangular, the length twice the width.

FLOOR. Noiseless floor covering.

CEILING. Acoustical ceiling material with entry hall or foyer similarly equipped.

WALLS. Unbroken wall space below seven feet to allow for maximum shelving space. Provide asbestos protection for books if shelving is near heating equipment.

LIGHTING. The windows should equal 20 to 25 per cent of the floor space area. High windows are desirable to conserve wall space with a few low "view windows". Artificial lighting should meet accepted standard of 20' to 25' candles at reading surface. Lights above line of vision should be indirect or semi-direct type. Venetian blinds or outside louvers on windows are recommended. There should be electrical outlets on all walls.

VENTILATION. Ventilate by means of windows when possible, otherwise air conditioning is recommended, with air vents and intakes placed on wall in such a position as not to waste shelf space.

HEATING. Forced air heating is preferable. Avoid use of radiators or pipes.

WOODWORK AND TRIM. Use woodwork of hard woods in light shades to reflect at least 60 per cent of the light.

EXITS. Conform with building code. Place doors so that a corridor through the library is not created and supervision from the circulation desk is possible.

BOOK SLOT. Place in convenient location, usable when the library is closed. A book slot opening into a closet is desirable.

Reading Room— Furniture and Equipment

SHELVING. Adjustable unit shelving made in open face standardized sections by library furniture supply house.

MEASUREMENTS. *Length:* Never more than 3' between uprights; *Thickness of shelf:* At least $\frac{7}{8}$ "; *Depth:* 8" or standard size, 10"-12" for oversized books, 12" for periodicals; *Space between shelves:* At least 10"; *Total height of shelving:* 7'; *Capacity:* Allow for 8-10 books per pupil, 8 books per linear foot.

CHAIRS. Standard make, of comfortable, sturdy construction with plain, simple lines, saddle seat and curved back; 18" in height; gliders on all chairs.

TABLES. Standard make, of sturdy construction; 30" in height; without aprons; Dimensions: 5' x 7'6". Allow 30" or more per table length for each student with never more than 6 students at one table. A few individual reading desks are desirable. Include a table for *Readers Guide*. Finish of all tables should be dull, without glare.

CIRCULATION DESK. Standard unit equipment, placed to command good view of exits, fitted with standard filing space and drawers, sectional charging trays, cash drawer, stor-

age space for returned books, cupboard space; standing height, 39"; surface protected by sheet of glass on top of desk. A reserve book section is advisable near the circulation desk.

CARD CATALOG. Standing sectional units from firm specializing in library furniture, 30 drawers a minimum at the beginning.

BOOK TRUCKS. At least 3 of good wood construction, with rubber bumpers

VERTICAL FILES. At least 3, legal size, 3-drawer units.

MISCELLANEOUS. Stands for dictionaries and atlases; metal book ends and label holders; bulletin boards; display shelves; shelving stools, 2 or more; one locked glass case for special collections.

Workroom and Storage—Location

Place with access to reading room and to outside corridor for direct deliveries to workroom; adjacent to librarian's office for supervision.

Workroom and Storage— Physical Features

SIZE. At least 400 square feet.

LIGHTING. Outside lighting and adequate artificial lighting at counter working level. Finish on walls and ceiling in light color.

BUILT-IN FEATURES. (1) Formica covered counter with large sink equipped with hot and cold water. (2) Double electric outlets at each end of the work area. (3) Hot plate for heating glue, etc. (4) Cupboards with toe space provided at the bottom: At least one storage cupboard for tall vases and large equipment; a section equipped with shallow trays, one of which should be cork lined for storage of Mitten letters; at least one drawer with dividers for small items; one large cupboard for supplies; and a coat closet.

VENTILATION. Good cross ventilation is essential.

Workroom and Storage—

Furniture and Equipment

FURNITURE. Work table with linoleum top; 4 or 5 chairs; step ladder or stool.

SHELVING. Standard, adjustable, for regular size books; shelving 12" deep, 7' high, for bound magazines. All available wall space should be utilized for shelving of books.

MISCELLANEOUS. Paper cutter; electric stylus; stapler; one or more typewriters; typewriter table and chair.

Librarian's Office—Location

Direct access to both reading room and workroom.

Librarian's Office—Physical Features

SIZE. 10' x 12' minimum.

LIGHTING. Standard.

VENTILATION. Cross ventilation.

Librarian's Office—

Furniture and Equipment

Adjustable shelving on all wall spaces; office desk and two chairs; typewriter and typewriter table and chair; standard card catalog unit for shelf list and order file; counter for oversize professional materials such as *Cumulative Book Index*.

Conference Room—Location

Entrance from reading room only; placed for supervision from reading room desk through glass partition.

Conference Room—Physical Features

SIZE. 10' x 12'; area of 120 square feet.

LIGHTING. Standard.

VENTILATION. Cross ventilation.

Conference Room—

Furniture and Equipment

Suitable table; standard wall shelving units; small bulletin board.

Two New Books in

OUR ANIMAL STORY BOOKS

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Fun for Fidelia and Maybelle the Donkey

Lively stories, with limited and well graduated vocabulary, showing children and their favorite animals in real situations . . . These attractive and inexpensive booklets provide much needed variety for directed or free reading in the primary grades.



MY DOG LADDIE
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FUN FOR FIDELIA
MAYBELLE THE DONKEY

D. C. HEATH AND COMPANY

182 SECOND STREET

SAN FRANCISCO 5

SERVICES OF THE SCHOOL LIBRARY

ELEMENTARY, JUNIOR HIGH AND SENIOR HIGH

THE SCHOOL LIBRARIAN

Organizes Materials For Service

Administers a library adequately equipped, attractively arranged to accommodate groups and individuals; organizes and maintains an appropriate collection of books and other printed materials for use of students and teachers; notifies students and teachers of new library material.

Promotes an Active and Effective Reading Program

Seeks to know reading interests of pupils; provides materials for varying interests and abilities; provides atmosphere and opportunity conducive to reading; stimulates reading by displays and exhibits; cooperates with faculty members in the preparation of bibliographies and in the guidance of pupils.

Serves in a Teaching Capacity

Directs orientation of new pupils in the use of the library; directs group and individual instruction in the use of books and libraries; supervises group reading and research work of classes under teacher supervision; gives individual reference aid; instructs library student assistants; directs orien-

tation of new teachers in the use of the library.

Aids in Curriculum Development

Participates in curriculum studies; works with or is a member of the curriculum committee; is a member of state and local teacher committees; cooperates in development of good study habits in pupils; suggests enrichment material for courses of study; helps correlate the use of the library with textbook material.

Contributes to Guidance Service

Cooperates with the counselling department in guidance service to the school; encourages personal investigation and broad reading interests; helps promote desirable social attitudes; cultivates good work habits and skills in use of materials; provides books, pamphlets and other information to help students learn about and meet the problems of adolescence and maturity; supplies occupational information and stimulates the examination and exploration of it; works with honor students and with reading improvement classes.

This program necessitates an adequate library staff.

DOUBLEDAY & COMPANY, INC.

INSTITUTIONAL DEPT.

Junior Literary Guild — Doubleday Prebound Juveniles
Young People's Division of the Literary Guild
Garden City Books — "Real Books" Series

Chester J. Thorne
Box 57-E
Pasadena, Calif.

Arthur Wagstaff
Box 1158
Walnut Creek, Calif.

JUNIOR COLLEGE LIBRARIES MINIMUM TENTATIVE STANDARDS

PERSONNEL

Factors Controlling Size of Staff

1. Number of students and faculty to be served.
2. Hours library is to be open, which should include evenings when necessary.
3. Type of school (Academic, terminal, technical, business).
4. Arrangement of library rooms.
5. Nature of services required (i.e., audio-visual or added instructional duties).
6. Amount and nature of organizational work.
7. Rate of growth of book collection.

Recommendations

One professional librarian for every 500 a.d.a. with department head status for Head Librarian, who should attend administrative council meetings.

At least one full-time clerical assistant in every junior college library, with proportionate increase as a.d.a. increases. Student assistants should be counted in terms of their $\frac{1}{2}$ time equivalent in the clerical force.

Professional Status of Librarian

"Librarian" refers to a professionally trained librarian who has one year of training in an approved library school, and possesses a teaching credential qualifying the librarian to teach library science.

BUDGET

Amount

The budget should be adequate to maintain a minimum collection of 10,000 titles. The amount recommended is \$10.00 per year per a.d.a. for schools with a.d.a. of 0-500; \$8.00 per year per a.d.a. for schools with a.d.a. of 500-1000 students; \$6.00 per year per a.d.a. for schools with a.d.a. of 1000 and above, and proportional decreases as a.d.a. increases.

Coverage

The budget would not be applied to payment of salaries or purchase of equipment. The amount is to cover books, periodicals, binding and supplies. The budget would be expected to cover replacement as well as new book buying. Special provision should be made for purchase of expensive reference sets.

Audio-Visual

Where audio-visual materials and textbooks are included in the library department, they must be provided from a separate budget. It is agreed that these materials should be a part of the library collection, but there must be sufficient separation to prevent the library being a storeroom, the librarian a repairman.

MATERIALS OF INSTRUCTION

Book Collection

There should be a minimum collection of 10,000 titles, exclusively of duplicates, government publications and currently adopted textbooks, to meet the curricular and recreational needs of the particular school.

Periodicals and Newspapers

Periodicals constitute a valuable source of reference material and should be selected with the advice of faculty members in the various fields. The selection of periodicals, whether for general, cultural, recreational or reference use can best be determined by checking requests against existing periodical selection tools and by determining whether or not periodicals are indexed in printed indexes which the library uses.

Local newspapers as well as a metropolitan daily should be provided with one which gives national coverage. Faculty requests and curriculum needs

should determine whether or not foreign language or other special papers should be provided.

Pamphlets

Every college library should maintain a collection of up-to-date vertical file materials including pamphlets, leaflets, government publications and job information.

Audio-Visual Materials

Audio-visual materials include films, filmstrips, recordings, study prints, slides, charts, music, maps, pictures, museum objects and specimens, postcards, etc. It is suggested that the library be the center for this material *if provision is made for additional housing, equipment and personnel to handle the material.*

HOUSING

Seating Capacity

The library should seat from 15 to 25 per cent of the a.d.a. Some large groups of students who are not primarily library users, vocational and technological, may safely be excluded from the total a.d.a. figures in calculating library seating capacity. Twenty-five to 30 square feet of floor space per reader should be allowed.

Lighting

If natural light is main source of illumination, the window areas should comprise 25 per cent of floor area, except southern exposure or very sunny climate, when it may be 20 per cent.

Architecture

The architecture should be functional, considering suitability to expansion, function and site. If it is to occupy part of a building, it must be capable of being separated or isolated by walls or corridors from other college activities. If it is a separate building, it should be located at the center of the campus.

Rooms and Physical Features

The following should be included: Library reference-reading room, librarians' offices, conference rooms, workroom with storage space for supplies and books, reserve book room if needed, periodical storage, janitor's closet and supplies (for library only), staff room, stack room, faculty reading room, and audio-visual room if library is that center. Reading rooms should be planned for easy supervision from librarian's desk.

Acoustical treatment should be given walls and ceilings.

Shelving-Book Capacity

Recommended planning is 8 volumes per linear foot of shelving based on eventual and optimum size book collection.

SERVICE

Any school library which is adequately organized to accomplish the type of program carried on in a California Junior College of today is a service agency. It is a center for Educational Materials, a Teaching Agency, a Reading Center.

Recommendations

Under the administration of a trained and efficient librarian, a library should give the following services to the college:

Function as a Materials Center

1. Select, order, catalog and maintain books and other library materials to fill needs and interests of students and faculty.
2. Act as distribution agency of all library materials.
3. Make all resources of library easily accessible to students and faculty.
4. Give frequent and periodic information to students, faculty and administrators concerning new materials available.

MINIMUM TENTATIVE STANDARDS

5. Provide quarters equipped and arranged to accommodate the groups and individuals who will use the materials.
6. Supply all possible occupational and guidance material for student use and supplement the work of the counselors with library material.

Function as a Teaching Agency

1. Give instruction in the use of books and libraries to classes and individuals.
2. Train student library assistants.
3. Give reference aid to individuals.
4. Participate in curriculum development.
5. Cooperate with faculty members in

preparation of bibliographies.

Function as a Reading Center

1. Provide materials for various pupil interests and needs.
2. Provide atmosphere and opportunity conducive to reading.
3. Give individual reading guidance.
4. Call attention of faculty and students to new and interesting materials.
5. Stimulate reading by means of displays and exhibits.
6. Encourage broad and desirable reading interests.
7. Stimulate use of library resources for solving school and personal problems.

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STANDARDS FOR SCHOOL LIBRARIES

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STANDARDS FOR COUNTY SCHOOL LIBRARIES

Specific standards for County School Libraries operated under the Office of the County Superintendent of Schools are not yet available. There are several reasons for this. These services are a rather recent development and so far little has been done to establish such standards; therefore there is no backlog of material to use as a basis for recommendations. The services have grown a little like Topsy, shaped by local needs and expediency. As a result there is great variation among the counties in philosophy, type, and extent of services. Added to this is the problem of geographical distribution, which limits the opportunity for those concerned to meet and work together. The California School Supervisors Association and the California Association of School Administrators have been asked to cooperate in helping to overcome this difficulty and have indicated an interest. Eventually this cooperative effort should result in a more satisfactory statement of standards even though the product evolves slowly.

For these reasons only a few definite statements can be made about standards for County School Libraries. We can cite fairly precisely our philosophy and what we think the qualifications of the librarian should be but beyond this it is possible only to indicate problems and suggest some possible answers.

AIMS AND PURPOSES

County School Library Service has the same basic purpose as other school library service, namely to bring books and children together. However, this particular program is primarily one of equalization. It attempts to bring the same library service to small school districts which larger districts might

be expected to provide. Each child has a right to at least minimum standards of library service whether this service be supplied through a centralized collection or a library within the school. For this reason the County School Library has a responsibility for up-grading library service in all schools in the county and consequently should offer consultant service to those districts which do not contract for the service in addition to the task of supplying materials to those which do contract.

QUALIFICATIONS OF THE LIBRARIAN

1. The librarian should have equal rank with other professional members of the county superintendent's staff. This implies a place on the same salary scale.
2. The librarian should have working conditions similar to those of other professional staff members, including vacations and sick leave.
3. In regard to training it is recommended that the county school librarian have a special credential in librarianship issued by the State Board of Education or a certificate showing completion of a year's work in an accredited library school as required by the California Education Code, Section No. 19143. In addition it is desirable that the librarian have teaching experience as well.
4. So far as the duties of the librarian are concerned, this person should be fully responsible for operating the library under the County Superintendent of Schools. This includes planning of the program, supervision of personnel, and seeing that all procedures are carried out. The li-

brarian also has a responsibility to participate actively in curriculum committees, to work in professional organizations, to provide liason between the library and district personnel, and to interpret the library to the county schools staff and to field personnel. The librarian must recognize needs in order to make the library a functional part of the curricular program. When time permits, school visits for storytelling, book talks, workshops, and consultant service are desirable.

No formula has been worked out for the number of librarians or clerical staff needed to serve a given number of pupils from a centralized library. Obviously the number is somewhat dependent upon the type of program offered. A County Schools Library is more than an agency for book distribution. Sufficient clerical help should be provided to allow the librarian time for professional duties.

MATERIALS OF INSTRUCTION

No standards have been established for materials of instruction either as to number or type. Several factors will determine the standards for any given situation. Are only elementary schools served or both elementary and high schools? What type of program is carried on in the schools served? Does the library give complete service including recreational reading or does it merely supply supplementary textbooks? The quantity of circulating material may be based on the American Library Association minimum recommendation of five books per child for each district, which would then mean that it would be necessary to have books equaling more than five times the number of pupils

served in order to allow time for exchange and some degree of choice.

There is some agreement among workers in this field that non-circulating materials such as encyclopedias and dictionaries should not be supplied by the County School Library although the county offices may well act as purchasing agent in order to secure the advantages of multiple purchasing.

BUDGET

Budget needs will depend on number of pupils served, distance factors, and type of service offered. The Education Code provides for a minimum contribution from the districts of \$50.00 per 35 average daily attendance or fraction thereof. There is also a provision in the code permitting County School Service Funds to be used for operating the library. There is no legal provision, however, stating what percentage of the total budget may come from the Service Fund. It would be desirable, if some suggested formula could be worked out stating the relationship between district contributions to the library fund and the amount which is provided by County School Service Funds.

No recommended per pupil expenditure for books has been developed. To maintain adequate service, however, at least one book per child should be added each year. Since many counties still do not have adequate book collections, more than this amount should be allowed until such time as these collections become adequate.

BUILDINGS AND EQUIPMENT

No specific recommendations regarding housing have been made nor can they be made in detail as long as the services vary so much from county to county. However, the following generalizations can be made: there

should be space enough to shelve the complete collection even though most of it is in circulation 80% of the year. Standard library stacks as well as bins for sets of books are needed. There must be work space for shipping, cataloging, processing, charging, discharging and mending. Lighting in work areas and in stacks should be the minimum number of foot-candles recommended for any classroom or office. There should be a sink with running water and enough electrical outlets to care for equipment. Furniture will depend upon the size of staff and other local requirements. Provision of a work area for teachers who come to view materials is important.

It is desirable whenever possible that the library be housed close to the Audio-Visual Service to facilitate joint shipping of both types of materials.

If the offices of the supervisory staff are in the same building it will encourage a closer cooperation between these staff members and the Library staff.

Because of the peculiar nature of these libraries, there are other standards necessary which do not apply to individual school libraries. These are some problems which need to be studied:

1. Would it be desirable, if the law permitted, to supply partial service to some districts?
2. Would it be feasible in large districts for the County School Library to provide the mechanics, such as purchasing and cataloging, while the district provides the housing and personnel for a library room within the school?
4. What are the advantages of operating School Library Services under the Office of the Superintendent of Schools? Are these advantages common to all counties?
5. In counties where School Library Service is still provided by the County Free Library, should the responsibility be assumed by the County Superintendent of Schools? If so, at what point?

It is apparent that acceptable standards for County School Libraries are far from final definition. But the problem has been recognized and work is in progress. Accomplishment will come through experimentation and co-operative exploration of the problem.

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All vocational material outside of bound books is classified according to the Science Research Associates system. This includes seventy-five headings with a folder for each heading. Material is classified and placed in the

proper folder. Each folder contains a check-out sheet to be used by students. There is an alphabetical and numerical index to both jobs and folders with names of jobs typed in small letters and names of folders in capitals.

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A. A. S. L. COMMITTEE NAMED

Members of the A.A.S.L. General Planning Committee for the Los Angeles meeting of A.L.A., June 21-26, have been announced by Lois Fannin and Elizabeth Williams, co-chairmen of A.A.S.L. events. The following school librarians and supervisors will be active in setting the scene for traditional California hospitality:

Long Beach Schools: Alice Marie Garrison, Mildred Bakke, Ariel Stephens, Hazel Zimmerman, Irene Rich, Marjorie Ray; *Los Angeles City Schools:* Marjorie Schramling, Florence Riniker, Jean Galehouse, Lois Fetterman (Program Chairman), Thelma Taylor, Elizabeth Reining, Mildred Frary, Ann Molloy, Vera Walls; *Los Angeles County Schools:* Alice Lewis; *Santa Monica City Schools:* Margaret Jackson; *Riverside Schools:* Mildred Brown, Myrtle Haughn; *San Francisco Public*

Schools: Geraldine Ferring; *University of Southern California, School of Library Science:* Dr. Frances L. Spain; *Santa Barbara City Schools:* Alice Torkelson; *San Diego City Schools:* Mary Collins.

Among the tentative plans for the week long meeting are an A.A.S.L. luncheon on Monday, June 22, open board meeting, A.A.S.L. state assembly and the Newbery-Caldecott dinner on Tuesday, June 23; state assembly breakfast and scheduled free time on Wednesday, June 24; A.A.S.L. major program and library school dinners on Thursday, June 25; A.A.S.L. committee meetings, authors' tea and A.A.S.L. board dinner on Friday, June 26.

A.L.A. meetings will be divided between the Biltmore Hotel and the new Statler. General sessions will be held in the Philharmonic Auditorium.

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LIBRARIANS ABROAD

MARION HORTON, past president of S.L.A.C. is now A.L.A. Consultant in the International Youth Library in Munich, Germany. Of her appointment she writes:

"My first work as A.L.A. Consultant is to go over the collection of American books, remove any not up to standard, and list the titles that are lacking. This will take some time, as the library is very unbalanced. Any library depending on gifts would be, but it seems strange to have no copy of the *Hundred Dresses*, no *Blue Willow*, only one Wilder title. There is only an author catalog—author list really—no class numbers! So there is much organizing to do."

NANCE O'NEALL, past president of Southern Section and now a Fulbright teacher at Pierce College, Elleniko, Greece, writes of going to Kavala as a library specialist to consult with the librarian in the U.S.I.S. center there and to make a talk followed by the film *The Impressionable Years*. Of the library and the problems Nance writes: "The whole library is about the size of an ordinary store. There are about six hundred books in English and about one hundred in Greek. Of course, there are magazines and pamphlets. All these are by American authors and all stress American life and customs. The Greek books are translations. After all, it is an American center. There was a children's section and there are supposed to be some fine picture books there. I have seen a list of the holdings and know what should be there. The difficulty is that the books in the children's section are all gone. They have been borrowed—legally of course. At one time when the librarian had twenty people stacked around her desk, I took four Greek speaking chil-

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dren to the shelves to try to find some-
thing to give them. I took one book
from the shelves in the approved fash-
ion, to try to interest the children in
it and before I could pull the book
from the shelf and open it, the child
had taken the book and was ready to
check it out. Now I realize as well
as the next person that those children
could not read English, but they were
eager to borrow our books and look
at the pictures, and eager to have li-
brary cards in this new adventure.
(The center has not been open quite
one month, had 450 borrowers and
circulates 125 books a week. All this
in a town which does not have 100
people who can read English.) All
day long people sit and look at the
magazines or thumb through *The Al-
bum of American History* or some-
thing similar. The hours from 4:30 to
6:00 are for children, but they are
there all day long and many of the
urchins just hang around outside when
the adult hour comes. I am not a
person who is too easily upset, but
when I went to bed that night, I had
a ghastly nightmare for I saw what
two straight days of such a life could
do to me. I have yet to spend one
whole day in a library and try to
keep the people who are at the desk
waiting for help satisfied. I saw peo-
ple ten and twelve deep around that
desk innumerable times a day. I an-
swered reference problems for three
officials in a local tobacco company—
"Where shall I send my boy to school
when he goes to Texas next year?";
"What is the best book I can get to
begin learning English." . . . In the
evening, it was time to face my audi-
ence. Now I had better tell you that
in addition to the library these Amer-
ican centers have film showings and
sponsor lectures, distribute pamphlets
telling of American ways, etc. I was

the first person since the opening events and I was mighty frightened.

I gave my talk paragraph by paragraph and the librarian read the Greek the same way. In that way there was no long wait for either language group . . . Then came the film, *Impressionable Years*. It is a moving account of Kathleen, too young to go to school, but who wants to be a library borrow-

er. She must be able to write her name in the borrower's book and that is beyond her. With the youngster we discover a children's room, story hour books and people. The language is beautiful—poetic in its structure and in its choice of words. There were tears in many eyes and I was fiercely proud of being a librarian, though I had never been a children's librarian."

* * * * *

NOTES FROM P — SLIPS

Our Professional Status

A.L.A. is coming to California! It is vitally important that California school librarians show wide support of their national organization. I'm well aware that most of us average \$50 or more a year in dues to local, state and national organizations as teachers and library specialists. I'm also aware that this sum of money doesn't return in tangible form like an exchange for merchandise. We're not dealing in merchandise. We're concerned with the minds of children and young people in a field that we would give our very souls to make universal—education. As individuals, we are only as strong as is our understanding of our profession as a whole. Our personal interest and participation in its activities provides the strength that justifies our status as a profession.

The office of the A.A.S.L. Executive Secretary, Mrs. Rachael de Angelo at A.L.A. headquarters, 50 East Huron, St., Chicago, will provide information on the American Association of School Librarians and any of the fifteen committees engaged in vital work for your benefit.

School Libraries

Welcome to *School Libraries*, the official publication of A.A.S.L. Form-

erly the *Newsletter*, it has a new six by nine format. Sybil Baird, Indian Springs School, Helena, Alabama, is chairman of the editorial committee. The contents stresses national school library news.

M. F.

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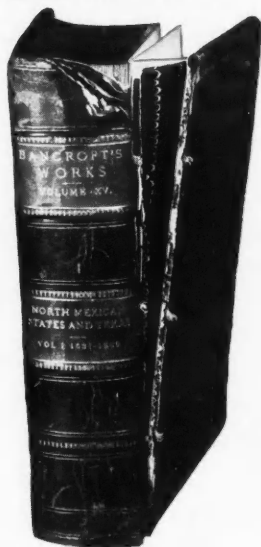
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